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AUTHOR	Hess, Richard T.
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ABSTRACT

This content analysis schedule for Adaptations of Bilingual Education of Orange, California, presents information on the history, funding, and scope of the project. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. Inserts include information on personnel, student ability levels, and counseling. (SK)

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#504
Orange, California

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ED 074882

PROJECT BEST
Bilingual Education Applied Research Unit
N.Y.C. Bilingual Consortium
Hunter College Division
695 Park Avenue
N.Y.,N.Y.10021

CHECK (✓) DOCUMENTS READ FOR CONTENT ANALYSIS SCHEDULE

✓ Initial Proposal

✓ 2nd Year Continuation

___ 3rd Year Continuation (on separate C.A.S.)

Give Dates and Note if Evaluation is included in continuation.

	1st year	2nd year	3rd year
Evaluation design			
Interim evaluation			
Final evaluation			
Pre-audit			
Interim audit			
Final audit			

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Project BEST
Bilingual Education Applied Research Unit
Hunter College, 695 Park Ave., N.Y., N.Y. 10021

CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS

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Developed by Marietta Saravia Shore
Coordinator, BEARU

bilingual education applied research unit
project b.e.s.t.
n.y.c. consortium on bilingual education

0.1 Project No. 504

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CONTENT ANALYSIS SCHEDULE
FOR BILINGUAL EDUCATION PROGRAMS

Research Assistant R.T. Hess Date March '72

0.2 Name of Project Adaptations of Bilingual Education

0.3 Address of Project Orange Unified School District

0.4 370 North Glassell Street
Orange, California 92666

.05 STATE 0.5 3

1-Alaska	11-Louisiana	21-Oklahoma
2-Arizona	12-Maine	22-Oregon
(3)-California	13-Massachusetts	23-Pennsylvania
4-Colorado	14-Michigan	24-Rhode Island
5-Connecticut	15-Montana	25-Texas
6-Florida	16-New Hampshire	26-Utah
7-Guam	17-New Jersey	27-Vermont
8-Idaho	18-New Mexico	28-Washington
9-Illinois	19-New York	29-Wisconsin
10-Indiana	20-Ohio	30-Other (specify)

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII:
see Project No.
97 - 1969
(07 - 1970)
17 - 1971
1.1 07

2.0 FUNDING (Mark all that apply)

2.1 (1)-Any PRIOR funding of BILINGUAL program, if Title VII continues or expands that program
0-no prior funding mentioned
2.1 1

2.2 Year prior funding began
2.2 1969

2.3 Prior bilingual program involved:
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
(3)-secondary students (grades 7-12)
0-not specified
2.3 3

2.4 Source of prior bilingual program funding:
(1)-local
2-state
3-foundation
4-university
5-federal (specify).....
6-other (specify).....
2.4 1

2.5 (1)-CONCURRENT funding of program(s), if cooperating with Title VII program
0-no concurrent funding mentioned
2.5 1

2.6 Concurrent program cooperating with Title VII involves:
2.6 3

0.3 Address of Project Orange Unified School District

0.4 370 North Glassell Street
Orange, California 92666

.05 STATE 0.5 3

1-Alaska	11-Louisiana	21-Oklahoma
2-Arizona	12-Maine	22-Oregon
(3)-California	13-Massachusetts	23-Pennsylvania
4-Colorado	14-Michigan	24-Rhode Island
5-Connecticut	15-Montana	25-Texas
6-Florida	16-New Hampshire	26-Utah
7-Guam	17-New Jersey	27-Vermont
8-Idaho	18-New Mexico	28-Washington
9-Illinois	19-New York	29-Wisconsin
10-Indiana	20-Ohio	30-Other (specify)

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII: 1.1 07

see Project No.
97 - 1969
(07 - 1970)
17 - 1971

2.0 FUNDING (Mark all that apply)

2.1 (1)-Any PRIOR funding of BILINGUAL program, if Title VII continues or expands that program
0-no prior funding mentioned 2.1 1

2.2 Year prior funding began 2.2 1969

2.3 Prior bilingual program involved: 2.3 3
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
(3)-secondary students (grades 7-12)
0-not specified

2.4 Source of prior bilingual program funding: 2.4 1
(1)-local 4-university
2-state 5-federal (specify)
3-foundation 6-other (specify)

2.5 (1)-CONCURRENT funding of program(s), if cooperating with Title VII program
0-no concurrent funding mentioned 2.5 1

2.6 Concurrent program cooperating with Title VII involves: 2.6 3
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
(3)-secondary students (grades 7-12)
4-teachers
0-not specified

2.7 Source of concurrent funding, if cooperating with Title VII program: 2.7 1
(1)-local 4-federal (specify)
2-state 5-other (specify)
3-university 6-foundation support

2.8 Total Title VII grant (first year only) 2.8 $53,306

2.9 Total funds for concurrent program(s) cooperating with Title VII (first year) 2.9 $ 4,121

3.0 1-If a UNIVERSITY is working with the Title VII program, specify which: 3.0 0
0-none

4.0 SCOPE of PROJECT

4.1 Numbers of schools involved in Title VII program: 4.1 3

1-one 4-four 0-not specified
2-two 5-five
3-three 6-other

4.2 Total number of students in program A. First year 4.2 A 72
B. Second year B 120
C. Third year C ____

4.3 Grade level of students in program; number of classes per grade and total number of students by grouped grade levels (by second year)

Grade	Number of Classes
PS-PreSchool	____
K-Kndgtn	____

PSK ____ TOTAL NO. students PS and K

4.3 PSK 0
A 0
B 120
C ____

Grade	Number of Classes
7-grade 7	2 junior high
8-grade 8	2
9-grade 9	1 - high school

B 120 TOTAL students gr. 7-9

1-grade 1	____
2-grade 2	____
3-grade 3	____
4-grade 4	____
5-grade 5	____
6-grade 6	____

A ____ TOTAL students gr. 1-6

10-grade 10	____
11-grade 11	____
12-grade 12	____

C ____ TOTAL students gr. 10-12

4.4 1-All classes graded 4.4 1
2-All classes ungraded
3-Some classes ungraded
If ungraded, specify ages or grades grouped together: ____

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

5.1 Students Dominant and Native language interaction and cultural affiliation (Indicate number of students in each category and specify cultural affiliation in box)
(Circle any information which is inferred and write INF.)

	I Non-English Dominant	II English Dominant
1. Total Non-English Mother Tongue	I N-E Dom - NEMT: 96	II E-Dom - NEMT:
2. Total English Mother-Tongue		II_2 E-Dom - EMT: 24 (inferred)

I Total Non-English Dominant: 96

II Total English Dominant: 24

5.0		No.	%
NE dom N-EMT	I	96	80%
E dom NEMT	II_1	...	...
E-Dom EMT	II_2	24	20%
Total E-Dom II= II_1 + II_2		24	20%

grade and total number of students by grouped grade levels
(by second year)

Grade	Number of Classes
PS-PreSchool	.....
K-Kndgtn	.....
PSK ____ TOTAL NO. students PS and K	

Grade	Number of Classes
7-grade 7	2 junior high
8-grade 8	2
9-grade 9	1 - high school
B 120 TOTAL students gr. 7-9	

4.3 PSK 0
A 0
B 120
C .....

1-grade 1 .....
2-grade 2 .....
3-grade 3 .....
4-grade 4 .....
5-grade 5 .....
6-grade 6 .....
A ..... TOTAL students gr. 1-6

10-grade 10 .....
11-grade 11 .....
12-grade 12 .....
C ..... TOTAL students gr. 10-12

4.4 1-All classes graded
2-All classes ungraded
3-Some classes ungraded
If ungraded, specify ages or grades grouped together:_____

4.4 1

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

5.1 Students Dominant and Native language interaction and cultural affiliation (Indicate number of students in each category and specify cultural affiliation in box)
(Circle any information which is inferred and write INF.)

	I Non-English Dominant	II English Dominant
1. Total Non-English Mother Tongue	I N-E Dom - NEMT: 96	II E-Dom - NEMT:
2. Total English Mother-Tongue		II_2 E-Dom - EMT: 24 (inferred)
	I Total Non-English Dominant: 96	II Total English Dominant: 24

5.0		No.	%
NE dom N-EMT	I	96	80%
E dom NEMT	II_1	....	...
E-Dom EMT	II_2	24	20%
Total E-Dom II= II_1 + II_2		24	20%

KEY:	Non-English Dominant N-E Dom N-EMT	English Dominant E-Dom N-EMT
Non-English Mother Tongue	Example: a native Spanish speaker who uses Spanish in most contacts though he may know English	Example: a native Spanish speaker who uses Spanish only in familiar contacts, and English in all others: school, work.
	N-E Dom - EMT	E-Dom - EMT
English Mother Tongue	Example: (rare) a native English speaking Puerto Rican child, born in New York who returns to Puerto Rico and becomes Spanish dominant	Examples: 1)a native E.speaking acculturated American who may or may not know a second lang. 2)a native E. speaking Mexican-American child who has a minimal receptive knowledge of Spanish, but has a Latin culture affiliation

5.2 Cultural or Ethnic identification of target students in program by number and % of each:

Indigenous Americans:		Number	Per Cent of Total Students	if inferred, check (✓)
A1 Navajo	A1		%	
A2 Cherokee	A2		%	
A3 Other (specify)	A3		%	
A TOTAL No. of American Indian A			%	
Americans of other ethnic backgrounds:				
B1 Mexican-American	B1	96	80 %	✓
B2 Puerto-Rican	B2		%	
B3 Cuban	B3		%	
B4 Other Spanish-American (specify)	B4		%	
B TOTAL No. of Spanish-speaking Americans	B		%	
C Portuguese-American	C		%	
D Franco-American	D		%	
F Chinese-American	F		%	
G Eskimo	G		%	
H Russian	H		%	
J Other	J		%	
I TOTAL number of N-EIT target students		96	80 %	✓

5.3 Ethnic identity of English mother tongue students other than target population, if specified, by number and per cent.

E1 ns	E1	%	ns
E2 ns	E2	%	
II TOTAL number of EIT students other than target population	24	20 %	

5.4 Students' native language or mother tongue if DIFFERENT from their dominant language. 5.4 ns

Dominant language	(specify) Different Native Language	Number	Per Cent
1-English			
2-Spanish			

5.5 Students' Dominant Language and Extent of Bilingualism

Dominant language of students in program		Number of Monolingual Students			Number of students Bilingual to any extent	
Number	%	not spec.	No.	%	not spec.	only listening speaking comprehension ability
			(inf.)			

B1 Mexican-American	B1	96	80 %	✓
B2 Puerto-Rican	B2		%	
B3 Cuban	B3		%	
B4 Other Spanish-American (specify)	B4		%	
B TOTAL No. of Spanish-speaking Americans	B		%	
C Portuguese-American	C		%	
D Franco-American	D		%	
F Chinese-American	F		%	
G Eskimo	G		%	
H Russian	H		%	
J Other	J		%	
I TOTAL number of N-EMT target students		96	80 %	✓

5.3 Ethnic identity of English mother tongue students other than target population, if specified, by number and per cent.

E1	ns	E1	%	ns
E2	ns	E2	%	
II TOTAL number of EMT students other than target population		24	20 %	

5.4 Students' native language or mother tongue if DIFFERENT from their dominant language. 5.4 ns

Dominant language	Different Native Language (specify)	Number	Per Cent
1-English			
2-Spanish			

5.5 Students' Dominant Language and Extent of Bilingualism

	Dominant language of students in program		Number of Monolingual Students			Number of students Bilingual to any extant			
	Number	%	not spec.	No. (inf.)	%	not spec.	only listening comprehension No.	%	speaking ability No.	%
E	24 English	20		24	20				
A	American Indian								
A1	Navajo								
A2	Cherokee								
A3	Keresan								
A4	Other (spec.)								
B	96 Spanish	80	✓			✓			
C	Portuguese								
D	French								
F	Chinese								
G	Eskimo								
H	Russian								
J	Other (spec.)								

5.6 Recruitment of Students: 5.6 3 cp37

0 - not specified
1 - English Mother Tongue and Non English Mother Tongue Students are required to participate in the bilingual program
2 - Only N-EMT are required to take program; EMT's participation is voluntary
3 - Both EMT and N-EMT participation is voluntary
4 - Students selected according to some criteria of project (in addition to language)

see xerox attached

5.7 Proportion of B-Spn pupils in project area: see Chart C 5.7 85%
n.s.- not specified on the chart

5.8 Community Characteristics (mark ally that apply) 5.8 3
(% if more than one category, indicate percent for each)

1 - inner city-ghetto, barrio ..... %
2 - major city ..... %
3 - small city, town or suburb ..... %
4 - rural, farm ..... %
5 - other (specify) reservation

5.9 A. Socio-economic status of N-EMT participating students (indicate specific percent of low SES) 5.9 A. 25%
B. Average family income, if mentioned B. ns
n.s. - not specified

5.10 Socio-econonomic status of EMT participating students 5.10 ns
(indicate specific percent of low SES on the blank:)
n.a. - not applicable (no EMT)
00 - not specified

5.11 Proportion of migrant students in project 5.11 0%
(Indicate specific percent)
n.s. - not specified

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey: 6.1 I 0
II 0

	I for N-EMT group	II for EMT group
1 was made	.....	.....
2 will be made	.....	.....
0 not mentioned	.....	.....

6.2 If a sociolinguistic survey was or will be made, mark all groups included. 6.2 I na
II na

	I N-EMT	II EMT
1 parents	.....	.....
2 children	.....	.....
3 teachers	.....	.....
4 community	_____	_____
5 others (specify)	.....	_____

6.3 Language dominance of N-EMT groups (check A__parents, B__children, C__teachers)

5.8 Community Characteristics (mark ally that apply) 5.8 3
(% if more than one category, indicate percent for each)

1 - inner city-ghetto, barrio ..... %
2 - major city ..... %
3 - small city, town or suburb ..... %
4 - rural, farm ..... %
5 - other (specify)
reservation

5.9 A. Socio-economic status of N-EMT participating students (indicate specific percent of low SES) 5.9 A. 25 %
B. Average family income, if mentioned B. ns
n.s. - not specified

5.10 Socio-econonomic status of EMT participating students (indicate specific percent of low SES on the blank) 5.10 ns
n.a. - not applicable (no EMT)
00 - not specified

5.11 Proportion of migrant students in project (Indicate specific percent) 5.11 0 %
n.s. - not specified

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey: 6.1 I 0
II 0

	I for N-EMT group	II for EMT group
1 was made	.....	.....
2 will be made	.....	.....
0 not mentioned	.....	.....

6.2 If a sociolinguistic survey was or will be made, mark all groups included: 6.2 I na
II na

	I N-EMT	II EMT
1 parents	.....	.....
2 children	.....	.....
3 teachers	.....	.....
4 community	.....	.....
5 others (specify)	.....	.....

6.3 Language dominance of N-EMT groups (check A__parents, B__children, C__teachers) will be determined by the extent each language is used in different domains through various means of communication.
e.g. specify extent descriptively: never, sometimes, always 6.3 A na
B
C ↓

DOMAINS:	USE NON-ENGLISH LANG.				USE ENGLISH			
	LISTENING	SPEAKING	READING	WRITING	LISTENING	SPEAKING	READING	WRITING
1 Home								
2 Church								
3 School								
4 Work								
5 Socializing								
6 Neighborhood								
7 film-TV-radio								
8 Magazines, news								
9 Others (specify)								

5.6

Pg 4a

.. Student Selection Criteria

The Orange Unified School District each year receives students transferring directly from Mexico who are completely monolingual in Spanish. As could be expected, these children are felt to exhibit the greatest need for a bilingual-bicultural program in order to function in a totally foreign environment.

There also are present in this school district students who have gained limited usage in English as well as Spanish. These students are usually severely handicapped in both Spanish and English because, while their previous education has served to introduce some English grammar and usage, their formal study of Spanish has been completely neglected. This group of students also is in great need of the educational experiences offered by this program.

The bilingual-bicultural project is a completely voluntary program with parental consent required. Because there is special emphasis placed on a comprehensive counseling program, students with needs in such areas as academic or social adjustment will be given priority in being selected for program participation.

Finally, there will be some selections made of students who are predominantly English speaking. These children will be selected on the basis of their desire to become bilingual, ability to learn Spanish, and interest in learning about different cultures.

6.4 If not included in survey, how was student's language dominance determined? 6.4 I 1 II ____

	I N-EMT	II EMT	
1-inferred by use of surname	X	____	Cp 2
2-established by formal testing of students	____	____	
3-assessed by informal means (specify how)	____	____	
4-not mentioned how language dominance was determined	____	____	

6.5 Sociolinguistic Survey includes: (check all that apply) 6.5 na

An analysis to determine if an interlanguage exists in the community, (e.g., a mixture of two languages which serves as a single system of communication for a group of people,.
1-yes
0-no

Sociolinguistic survey includes items covering:

6.6 N-EMT parents' attitudes toward maintenance of child's N-EMT in particular domains of use or complete shift to English 6.6 na
1-yes
0-no

6.7 EMT parents' attitudes toward their children's learning of the N-EMT language 6.7 na
1-yes
0-no

6.8 Children's own attitudes regarding the second language they are learning and the speakers of that language 6.8 ns
1-yes
0-no

6.9 If not included in survey how were parental and/or community attitudes toward N-EMT maintenance determined? 6.9 na
1-will not be assessed
2-will be assessed, method not specified
3-has been or will be assessed by method other than sociolinguistic survey (specify how)_____

6.10 1-After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs) 6.10 na
0-not mentioned

7.0 STAFF SELECTION

7.1 Linguistic background of project teachers, by number in each category: (indicate non-English language in each box)

which serves as a single system of communication for a group of people).
1-yes
0-no

Sociolinguistic survey includes items covering:

6.6 N-EMT parents' attitudes toward maintenance of child's N-EMT in particular domains of use or complete shift to English
1-yes
0-no — 6.6 na

6.7 EMT parents' attitudes toward their children's learning of the N-EMT language
1-yes
0-no — 6.7 na

6.8 Children's own attitudes regarding the second language they are learning and the speakers of that language
1-yes
0-no — 6.8 ns

6.9 If not included in survey how were parental and/or community attitudes toward N-EMT maintenance determined?
1-will not be assessed
2-will be assessed, method not specified
3-has been or will be assessed by method other than sociolinguistic survey (specify how)_____ — 6.9 na

6.10 1-After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs)
0-not mentioned — 6.10 na

7.0 STAFF SELECTION

7.1 Linguistic background of project teachers, by number in each category: (indicate non-English language in each box)

✓
1. ___ Language dominance not specified
2. ✓ Mother tongue not specified
3. ___ not specified whether monolingual or bilingual

(if any information is not specified, cross out that heading and complete the rest of the chart)

		A-Monolingual	B-Bilingual
I	N E Dom. NEMT	N=	N=
II	E Dom EMT	N=	N=
II_1	E Dom NEMT	N=	N=

A Total Number Monolingual ____

B Total Number Bilingual 3 (inf)

Total Number of Teachers
N 3

7.1

		No.	%
I	A	___	___
I	B	ns	
II	A	___	___
II	B	___	___
II_1	A	___	___
II_1	B	___	___
A		0	0
B		3	100
N		3	

See Xerox III

7.2 Linguistic background of project aides or paraprofessionals, by number:
(indicate non-English language in each box)

1. ✓ Language dominance not specified
2. ✓ Mother tongue not specified
3. ____ Not specified whether monolingual or bilingual

(If any information is not specified, cross out that heading and complete the rest of the chart)

	A Monolingual	B Bilingual
I N-E Dom N-EMT		
II E Dom EMT		
II 1 E Dom N-EMT		

7.2	No.	%
I A		
I B	ns	
II A		
II B		
II 1 A		
II 1 B		
A	0	0
B	3	100
N	3	

A Total Number Monolingual ____

B Total Number Bilingual 3

N Total Number of aides or paraprofessionals 3

7.3 Language(s) used by bilingual program teachers: (2 full time 1 part time) 7.3 ns
(Mark all that apply)

1-Bilingual teachers teach in only one language

1a-Bilingual teachers who teach in only one language teach in their dominant language, whether that is their native or second language.

Bilingual teachers who teach in only one language teach in their native language:

1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0-not specified

2-Bilingual teachers teach in both their native and second language, regardless of which is their dominant language.

0-language(s)used by teachers not specified

7.4 Language(s) used by bilingual program aides or paraprofessionals: 7.4 ns
(Mark all that apply)

1-Bilingual aides instruct in only one language
1a-Bilingual aides who instruct in only one language teach in their dominant language, whether or not it is their native language.
Bilingual aides who instruct in only one lang. teach in their native lang.:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0 not specified

2-Bilingual aides instruct in both their native and second language, regardless of which is their dominant language.

0-language(s) used by bilingual program aides not specified

7.5 Cultural

II E Dom EMT

II E Dom 1 N-EMT

II 1 B
II A
II B
II A
II B

A 0 0
B 3 100
N 3

A Total Number Monolingual: ____

B Total Number Bilingual: 3

N Total Number of aides or paraprofessionals: 3

7.3 Language(s) used by bilingual program teachers: (2 full time 1 part time) 3 ns
(Mark all that apply)

1-Bilingual teachers teach in only one language

1a-Bilingual teachers who teach in only one language teach in their dominant language, whether that is their native or second language.

Bilingual teachers who teach in only one language teach in their native language:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0-not specified

2-Bilingual teachers teach in both their native and second language, regardless of which is their dominant language.

0-language(s)used by teachers not specified

7.4 Language(s) used by bilingual program aides or paraprofessionals: 7.4 ns
(Mark all that apply)

1-Bilingual aides instruct in only one language
1a-Bilingual aides who instruct in only one language teach in their dominant language, whether or not it is their native language.
Bilingual aides who instruct in only one lang. teach in their native lang.:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0 not specified

2-Bilingual aides instruct in both their native and second language, regardless of which is their dominant language.

0-language(s) used by bilingual program aides not specified

7.5 Cultural affiliation of teachers, aides, project director and evaluators by number and percent (Mark all that apply) Specify cultural affiliation.

A. Teachers	No.	%	B. Aides	No.	%	C. Proj. Director	D. Evaluator(s)	No.	%
ns			ns			ns	ns		

0-not specified

7.6 Selection of N-EMT teachers from local community
0-not specified
Number of N-EMT program teachers from local community ____
and % ____ of total N-EMT teachers.

7.6 No. ns %

7.7 Number and Proportion of teachers and aides of same cultural background as N-EMT students:
indicate specific percent on the blank, or if specified descriptively,

A = teachers
B = aides

1-few
2-some
3-many
4-most
5-more than half
0-not specified

7.7 No. %
A
B ns

7.8 Teacher Qualifications - Training and experience prior to project (Indicate number of teachers with each qualification, if given) 7.8 6, 17, 20, 24, 27 no.'s ns

n.s.-qualifications not spcified
0-previous courses not specified
1.___ teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct
2.___ teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview/fluency
3.___ previous teaching through N-EMT (in country where it is a native language, in Peace Corps) native-like competence
4.___ previous teaching in local area/live in the community
5.___ courses in N-EMT language structure and usage/ linguistics or FL training
6. ✓ courses in N-E literature/ or literacy in Spanish + English
7.___ must be bilingual
8.___ any previous education through N-EMT/content of courses learned through N-EMT
9.___ courses in teaching ESL/audio lingual approach
10.___ courses in methods of teaching N-EMT language/language development
11.___ courses in methods of teaching content (e.g. math)in N-EMT
12.___ certification in ESL/or experience teaching ESL
13.___ certification in teaching N-EMT
14.___ cross cultural courses
15.___ courses in the cultural heritage, values, deep culture of N-EMT or travel
16.___ other qualifications, specify
17. ✓ Standard teaching credential
20 ✓ Previous teaching experience with bilingual children
22 ✓ course work in learning disabilities, and/or remedial teaching
27 - desire to be assigned to bilingual project.

8.0 STAFF DEVELOPMENT

8.1 A 5,6 (inf).
B

0-No staff training mentioned
8.1 The project is offering training for teachers and /or paraprofessionals in the following areas: (mark all that apply)

	A. For Teachers	B. For Para-professionals
n.s.-Training indicated, but nature not specified	____	____
1-English as their second language	____	____
2-The teaching of English as a second language	____	____
3-X as their second language	____	____
4-The teaching of X as a second language	____	____

See xerox attached

B = aides

3-many
4-most
5-more than half
0-not specified

7.8 Teacher Qualifications - Training and experience prior to project (Indicate number of teachers with each qualification, if given) 7.8 6,17,20, 24,27 no.'s ns

n.s.-qualifications not specified
0-previous courses not specified
1. ___ teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct
2. ___ teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview/fluency
3. ___ previous teaching through N-EMT (in country where it is a native language, in Peace Corps) native-like
4. ___ previous teaching in local area/live in the community competence
5. ___ courses in N-EMT language structure and usage/ linguistics or FL trainin
6. ✓ courses in N-E literature/ or literacy in Spanish + English
7. ___ must be bilingual
8. ___ any previous education through N-EMT/content of courses learned through N-EMT
9. ___ courses in teaching ESL/audio lingual approach
10. ___ courses in methods of teaching N-EMT language/language development
11. ___ courses in methods of teaching content (e.g. math)in N-EMT
12. ___ certification in ESL/or experience teaching ESL
13. ___ certification in teaching N-EMT
14. ___ cross cultural courses
15. ___ courses in the cultural heritage, values, deep culture of N-EMT or
16. ___ other qualifications, specify travel
17. ✓ Standard teaching credential (24) ✓ course work in learning disabilities, and/or remedial teaching
20 ✓ Previous teaching experience with bilingual children (27) desire to be assigned bilingual project.

8.0 STAFF DEVELOPMENT 8.1 A 5,6 (inf).
B

0-No staff training mentioned

8.1 The project is offering training for teachers and /or paraprofessionals in the following areas: (mark all that apply)

	A. For Teachers	B. For Para-professionals
n.s.-Training indicated, but nature not specified	___	___
1-English as their second language	___	___
2-The teaching of English as a second language	___	___
3-X as their second language	___	___
4-The teaching of X as a second language	___	___
5-Methods of teaching other academic subjects	✓	✓
6-Methods of teaching other academic subjects in X language	✓	✓

See xerox attached

8.2 Stated goals of teacher training are: 8.2 I 1,4,7,9,10,17 II ___

	Students I N-EMT	Students II EMT
1-Understanding of socio-cultural values and practices of ___	X	___
2-Cross-cultural training ___	___	___
3-Sensitivity to ethnocentricism and linguistic snobbery ___	___	___
4-Awareness of the social-emotional development of ___	X	___
5-Strategies for accomodating the different learning styles of ___	___	___
6-Strategies for cognitive development of ___	___	___
7-Strategies for reinforcing the self-esteem of ___	X	___
8-Methods of cross-cultural teaching or teaching the bicultural component ___	___	___
9-Formulation of pupil performance objectives ___	X	___
10-Methods of evaluation of pupil performance objectives ___	X	___
List specific courses if given (or Xerox and attach)	X	

See xerox attached

17- utilization of multi-media instructional material.

~~III~~ Pg 7a

III. PERSONNEL

7.8

Academic Spanish Training of Teachers & Teacher Aides

Teachers and teacher aides assigned to Project ABLE will demonstrate the ability to effectively communicate with students who are predominantly monolingual in Spanish or English or are bilingual in Spanish and English. Preferance will be given to teachers with at least two years of college level Spanish courses and experience in teaching Spanish to students at the junior high or high school level. Teachers also should have previous experience in working with bilingual-bicultural children and some experience with programs designed to provide remedial academic instruction.

Teacher aides will be selected not only for their ability to speak Spanish and English but consideration also will be given to their empathy and sensitivity to the needs of students, teachers, and the community. Whenever possible, teacher aides who possess formal academic training in Spanish in addition to the above selection criteria will be employed.

I

7.0 PERSONNEL DESCRIPTIONS AND REQUIREMENTS

7.8

p 7b.

Implementation of the Orange County program of bilingual education will require highly specialized, uniquely qualified, personnel. Such persons as are selected for assignments in this project shall have had professional experiences in the education of bilingual children, possess extensive educational and experiential backgrounds in teaching and course work, and have those personality traits which reflect flexibility and creativity in the establishment of learning environments for children.

The personnel selected to participate in the implementation of ABLE (Adaptations of Bilingual Education) shall be responsive to the unique educational and socio-cultural needs of the identified student population and of the community. Consistent with these responsive requirements, personnel shall need to possess those skills permitting the development of close working relationships with professional staff in the schools and the ability necessary for establishing and maintaining effective rapport with parents, agencies, and interested lay citizens of the community.

On the remaining pages of this division of the ABLE proposal, specific personnel requirements are noted, along with descriptions of the duties and responsibilities for each position directly employed under the terms of this project.

Administrative responsibility for personnel assigned to positions in this program of bilingual education shall be retained by the building administrator designated by the district. Supervisory guidance and instructional program responsibilities for personnel shall be assigned function of the Project Director charged with the implementation and conduct of this program of bilingual education.

II

Pg 7c

5.4 Cultural Resource Center:

This center will be a place for gathering Mexican artifacts, costumes, musical materials, books, etc. These items will greatly add to the instructional program by providing actual materials for the students. Through the accumulation of the above, it is anticipated that this will become a much used cultural resource center enhanced by community contributions of historic realia.

80

5.5 Staff Development Procedures:

5.5.1 Pre-Service. The pre-service education component will be conducted two weeks prior to the opening of school in the fall. This training is designed to provide staff with knowledge of the objectives of the project and strategies for implementing an effective bilingual-bicultural education program in the junior high grades. Those areas to be included in the pre-service are:

Implementing a behaviorally oriented instructional program (methods, techniques, materials)

Problems in bilingual programs such as community, parental, instruction, student

Techniques in parent conferences

On-going assessment of student performance

Self-concept development, motivation, reinforcement

Utilization of multi-media instructional materials

Project and district working relationships

5.5.2 In-Service. In-service will be provided on an on-going basis throughout the school year. In-service will be conducted each week with the main objective of providing staff

III. PERSONNEL

p 7d

In-service Training

In-service training for Project ABLE will be conducted on a weekly basis during the school year. Some of the topics scheduled for presentation and study during the pre-service and in-service training sessions are:

8.0

(1) - Strategies for implementing a behaviorally oriented instructional program

(2) - Strategies for working with the students, staff, parents, and community involved in a bilingual program

(3) - Techniques for developing/utilizing multi-media materials

(4) - Techniques for obtaining student motivation, learning reinforcement, and positive self-concept development

(5) - Techniques for conducting parent conferences

(6) - Strategies for assessing student educational and social development

(7) - Techniques for recognizing student problems and counseling students and parents

X

III. PERSONNEL

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80

In-service Training (continued)

(8) - Strategies for providing ideas, methods, and materials to the school district for inclusion in the regular curriculum

(9) - Techniques for adapting available materials for bilingual students

(10) - Planning instructional and social activities for students, parents, and other interested members of the community

(11) - Exchanging problem solving techniques

(12) - Organizing student groups

(13) - Planning programs for presentation to foreign language classes and community groups

(14) - Planning visits to other bilingual educational programs, workshop training sessions, and bilingual education conferences

The entire staff of Project ABLE will be included in both pre-service and in-service training components. Attendance at these meetings is considered necessary to the success of the educational program.

III. PERSONNEL

X

Pg 7f

Pre-Service Training

80

Pre-service orientation sessions will be held for two weeks immediately preceeding the opening of the 1970-71 school year. The intent of this training is to familiarize the staff with the goals of the project and to develop new strategies for meeting these goals. These sessions also are designed to mold the staff of this bilingual project into an educational team whose ideas, methods, and techniques will be shared in order to obtain the greatest possible benefit for the participating students and the community.

8.3 Methods of Teacher Training: (Mark all that apply) 8.3 3

1-courses
2-experiential, teaching supervised by master teacher
3-workshops where teachers offer suggestions to each other
4-use of video-tapes of teachersfor feedback on how they are doing
5-cross-cultural sensitivity training, t-groups
6-interaction analysis (e.g. Flanders system)
7-other (specify)

8.4 Project provides released time to teachers and paraproffesionals for joint lesson planning: 1-yes 0- not mentioned 8.4 1

8.5 Project provides for paraprofessionals to receive course credit toward eventual certification: 1-yes 0-not mentioned 8.5 0
How? (specify) _____

8.6 Paraprofessional's role: 8.6 2, 3, 5, 6

1-teaching whole class
2-teaching small groups
3-tutoring individually
4-clerical
5-contributing to bicultural component
how ? Help the teachers to understand unique educational and cultural needs of Mexican-American children.
6-liaison with parents
See xerox attached

8.7 Training for project teachers and paraprofessionals is given by: 8.7 A ns B _____

(mark all that apply)	A for teachers	B for aides
0-not specified	____	____
1-University faculty	____	____
2-project's Master Teachers	____	____
3-project's teachers	____	____
4-other (specify)	____	____

8.8 Number and Proportion of personnel giving teacher training who are: 8.8 (no. / %) 1 ns 2 ___ 3 ✓
1-bilingual
2-bicultural
3-N-ENT (specify background)

8.9 Training is provided: 8.9 1, 3
1-during a summer session
2-during the academic year
3-other (specify)

8.10 Extent of training: 8.10 A ns B 5 ✓ 6 ___ 7 ___ C 2 weeks

A 1-approximately equivalent to a college course
2-more than one course
3-less than one course
4-other (specify) _____

B (indicate no. of hours)
5 ns hrs weekly
6 _____ monthly
7 _____ bi-monthly

8.11 Number and Proportion of teachers attending training: 8.11 (no. / %) ___ 100
or: if specified descriptively, indicate:
0-not specified 6-part

als for joint lesson planning: 1-yes 0- not mentioned

8.5 Project provides for paraprofessionals to receive course credit toward eventual certification: 1-yes 0-not mentioned
How? (specify) _____ 8.5 0

8.6 Paraprofessional's role: 8.6 2, 3, 5, 6

1-teaching whole class
2-teaching small groups
3-tutoring individually
4-clerical
5-contributing to bicultural component
how ? Help the teachers to understand unique educational and cultural needs of Mexican-American children.
6-liaison with parents
See xerox attached

8.7 Training for project teachers and paraprofessionals is given by: (mark all that apply) 8.7 A ns B ____

	A for teachers	B for aides
0-not specified	____	____
1-University faculty	____	____
2-project's Master Teachers	____	____
3-project's teachers	____	____
4-other (specify)	____	____

8.8 Number and Proportion of personnel giving teacher training who are: 8.8

	no.	%
1-bilingual	1	ns
2-bicultural	2	____
3-N-EMT (specify background)	3	✓

8.9 Training is provided: 8.9 1, 3
1-during a summer session
2-during the academic year
3-other (specify)

8.10 Extent of training: 8.10 A ns B 5 ✓

A
1-approximately equivalent to a college course
2-more than one course
3-less than one course
4-other (specify) _____

B (indicate no. of hours)
5 ns hrs weekly
6 _____ monthly
7 _____ bi-monthly

C 2 weeks

8.11 Number and Proportion of teachers attending training: 8.11 no. ____ % 100

or: if specified descriptively, indicate:

0-not specified
1-100%
2-more than 75%
3-50-74%
4-25-50%
5-1-24%
6-most
7-many
8-few
9-other (specify)_____

9.0 TEACHERS' ATTITUDES

9.1 Teachers' attitudes are assessed: (Mark all that apply) 9.1 0
0-not mentioned
1-to N-EMT language or dialect
2-to N-EMT students - expectations of achievement
3-to N-EMT culture

4-prior to participation in bilingual project
5-after project training
6-after participation for a period of time in project

7-through a questionnaire
8-other (specify) _____

8.6

Pg 8a

INSTRUCTIONAL AIDE - BILINGUAL/BICULTURAL EDUCATION

QUALIFICATIONS:

1. A desire to be a part of special program of bilingual/bicultural program of instruction
2. Possess a basic understanding and empathy for children functioning in two languages
3. Possess the ability to work as a member of an instructional team
4. Possess the ability to assist with the supervision of students
5. Competent in speaking, reading, and writing Spanish and English languages
6. Possess the ability to work in close harmony with and under the direct supervision of the classroom teacher

RESPONSIBILITIES:

Perform instructional and student supervision tasks under the immediate supervision of the teacher and the Project Director in the education of bilingual/bicultural children.

SPECIFIC RESPONSIBILITIES:

1. Assist the classroom teacher with normal classroom routines and lesson preparation
2. Help the teacher to understand unique educational and cultural needs of Mexican-American students
3. Assist children in the academic tasks associated with the instructional program
4. Assist with group and individual activities as planned by the teacher
5. Act as a liaison with the community in the interpretation of the purposes and progress of students in the bilingual/bicultural program as a means for developing understanding between the school and the home
6. Perform such other duties as are related to the bilingual/bicultural program and as are assigned by the teacher and Project Director

10.0 STAFF PATTERNS

10.1 Staff patterns: (mark all that apply)
0-not specified
1-team teaching
2-cluster teaching
3-shared resource teacher
4-other (specify) _____

10.2 Staff:
1-bilingual teacher
2-ESL teacher
3-bilingual coordinator
4-aides or paraprofessionals
5-consultant psychotherapist or guidance counselor
8-other (specify) Community Relations Aide
20-bilingual tutor

10.1 ns

10.2 1,3,8,20,5

10.3 Average number of pupils per class:
0-not specified

10.3 24

10.4 Average number of aides or paraprofessionals per class:
0-not specified

10.4 1 inf

10.5 Average number of N-EMT or bilingual aides (or paraprofessionals) per clas:
0-not specified

10.5 1

10.6 Special aide to pupils having most difficulty in learning is given:
1-individually
2-in small groups
0-not specified

by: 3-teacher
4-special remedial teacher
5-paraprofessional
6-parent tutor
7-older student tutor
8-peer tutor
9-not specified
10-no special help given

10.6 1,2,5,6

See Attached Xerox

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

11.1 Duration of Bilingual Education (policy)

N-EMT language will be maintained in program: (mark all that apply)	I ME DOM NEMT	II E DOM EMT	II_1 E DOM NEMT
0-not specified how long			
1-as the alternative language of learning for as long as desired	____	____	____
2-as the medium of instruction for special subject matter (e.g. cultural heritage)	____	____	____
3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English	____	____	____

11.1 I ns
II
II_1

11.2 How many years does project state is optimal for instruction for N-EMT group through N-EMT language to continue?

11.2 ns

0-not mentioned

10.3 Average number of pupils per class: 10.3 24
0-not specified

10.4 Average number of aides or paraprofessionals per class: 10.4 1 inf
0-not specified

10.5 Average number of N-EMT or bilingual aides (or para-professionals) per clas: 10.5 1
0-not specified

10.6 Special aide to pupils having most difficulty in learning is given: 10.6 1,2,5,6

1-individually by: 3-teacher
2-in small groups 4-special remedial teacher
0-not specified 5-paraprofessional
6-parent tutor
7-older student tutor
8-peer tutor
9-not specified
10-no special help given

See Attached Xerox

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

11.1 Duration of Bilingual Education (policy)

N-EMT language will be maintained in program: (mark all that apply)	I NE DOM NEMT	II E DOM EMT	II_1 E DOM NEMT
0-not specified how long			
1-as the alternative language of learning for as long as desired	____	____	____
2-as the medium of instruction for special subject matter (e.g. cultural heritage)	____	____	____
3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English	____	____	____

11.1 I ns
II
II_1

11.2 How many years does project state is optimal for instruction for N-EMT group through N-EMT language to continue? 11.2 ns

0-not mentioned
if for a particular number of years:
1 2 3 4 5 6 7 8 9 10 11 12 13
... ...

(if specified in terms of a condition, please state it - e.g. "if a child begins learning in N-EMT and English in Pre-K, N-EMT instruction should continue through high-school")

A_1 =
A_2 =

Duration of Bilingual Education (in practice) (Mark all that apply)

11.3 Second language learning is introduced in which grade: 11.3 I 7
code: C= N.A. (if no EMT) II 7
II_1 5

for each group	N.A.	13= Pre-K	14= K	1	2	3	4	5	6	7	8	9	10	11	12
I N-E DOM	...	...	...	...	...	...	...	...	...	X	...	...	...	...	...
II E DOM	...	...	...	...	...	...	...	...	...	X	...	...	...	...	...
II_1 E DOM/NEMT	...	...	...	...	...	...	...	...	...	X	...	...	...	...	...

10.6

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.3 Student Ability Levels

The variance of ability levels in this bilingual-bicultural program has encouraged the project staff to provide many self-developed instructional materials. Other methods devised to assure that each student obtains a high standard of education regardless of his language ability or achievement level upon entry into this program include:

- Individual tutorial assistance
- Variety of high motivational bicultural materials in both Spanish and English
- Individual student-teacher conferences
- Counseling of both students and parents
- Individual self-motivated projects to be presented to the class as a whole
- Small group projects to be presented to the class as a whole
- Multi-media materials designed to be effective with students whose dominant language is either Spanish or English
- Educational excursions to familiarize students with the educational and business resources located in nearby communities
- Community resource people to broaden students' knowledge of the values of education and to give information on specific topics related to students interest, education, and cultural understanding

11.4 The current project will be linked to a future Bilingual Program at the indicated grade level: (indicate specific grade)

code:	00 (if no EMT)	0 not specified	grades 1-3	4-6	7-9	10-12	13-college	14 Voc. training
I E-E DOM	---	---	---	---	---	X	---	---
II E-DOM - EMT	---	---	---	---	---	X	---	---
II$_1$ E-DOM/NEMT	---	---	---	---	---	X	---	---

code: 13=College or University (Other professional training)
14=Federal, State, or Private Vocational Job training

11.4 I 12
II 12
II$_1$ 12

11.5 Second language learning for English dominant students is projected through grade:

11.5 I$_2$ 12
II 12

code:	00 if no EMT	0 not specified	grades 1	2	3	4	5	6	7	8	9	10	11	12
II EMT	---	---	---	---	---	---	---	---	---	---	---	---	---	✓
II$_1$ N-EMT/E Dom	---	---	---	---	---	---	---	---	---	---	---	---	---	---

11.6 Learning in their native language for Non-English dominant students is projected through grade:

11.6 12

0=not specified/Grade 1 2 3 4 5 6 7 8 9 10 11 12

11.7 The amount of instructional time in and through their native language per day for N-EMT students who are N-E dominant is:

code: 0=not specified m=math s = science ss = social studies

	11.7 Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.8 Subjects taught in native lang.	11.9 % of time per day of instruction through N-EMT
Pre K				Pre K
K				K
1				1
2				2
3				3
4				4
5				5
6				6
7	Approx 150	ns	LA, SS	7 ns
8	150		LA, SS	8
9	150		LA, SS	9
10				10
11				11
12				12

*

11.10 The amount of instructional time in and through their native language for N-EMT students who are English dominant is:

code: 0 = not specified N.A. = not applicable, no N-EMT, E dom students

	11.10 Min. per day of instruction	Total Min. per day of any	11.11 Subjects taught in native lang.	11.12 % of time per day of instruction

11.5 Second language learning for English dominant students is projected through grade: 11.5 I_2 12 II 12

code:	00 if no EMT	0 not specified	grades 1	2	3	4	5	6	7	8	9	10	11	12
II EMT														✓
I_2 N-EMT/E Dom														✓

11.6 Learning in their native language for Non-English dominant students is projected through grade: 11.6 12

O=not specified/Grade 1 2 3 4 5 6 7 8 9 10 11 12

11.7 The amount of instructional time in and through their native language per day for N-EMT students who are N-E dominant is:

code: O=not specified m=math s = science ss = social studies

	11.7 Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.8 Subjects taught in native lang.	11.9 % of time per day of instruction through N-EMT
Pre K				Pre K
1				1
2				2
3				3
4				4
5				5
6				6
7	Approx 150	NS	LA, SS	7 NS
8	150	↓	LA, SS	8 ↓
9	150		LA, SS	9
10				10
11				11
12				12

* 11.10 The amount of instructional time in and through their native language for N-EMT students who are English dominant is:

code: 0 = not specified N.A. = not applicable, no N-EMT, E dom students

	11.10 Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.11 Subjects taught in native lang.	11.12 % of time per day of instruction through N-EMT
PreK				Pre K
1				1
2				2
3				3
4				4
5				5
6				6
7	Approx 150	NS	LA, SS	7 NS
8	150	↓	LA, SS	8 ↓
9	150		LA, SS	9
10				10
11				11
12				12

* See Xerox attached

11.13 1-Program is one-way - only non-English Mother Tongue students (including N-EMT-English dominant). English Mother tongue students do not receive instruction in a second language
0-no English Mother tongue students
2- 2 way - EMT learn the second language

11.13 2

11.14 The amount of instructional time in and through their second language for pupils who are native speakers of English is:

code: 0 = not specified N.A. = not applicable, no English MT students

	11.14 Min. per day of instruction through N-EMT	Total min. per day of any instruction	11.15 Subjects taught in second lang.	11.16 % of time per day of instruction through N-EMT
PreK				Pre K
1				1
2				2
3				3
4				4
5				5
6				6
7	Approx 150	NS	LA, SS	7 NS
8	150	↓	LA, SS	8 ↓
9	150		LA, SS	9
10				10
11				11
12				12

See Xerox attached

11.17 Mixed or separate language usage by teacher and/or aide in the classroom (mark all that apply)

11.17 NS

0-not specified
1-languages are never mixed by either the teacher, aide or the pupil in any one class period; only one language is used.
2-the second language is used exclusively by the teacher, aide and pupils during at least one portion of the school day.
3-the teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language.
4-the teacher uses only one language; however, the aide or paraprofessional uses another during the same class period; students may use either.
5-the teacher reinforces any conversation initiated by the child through the use of whichever language the child has used at the time.
6-constant switching from one language to another by teacher during lesson.
7-the teacher uses English and the paraprofessional then translates the same material for N-EMT pupils.
8-other (summarize)

	Min. per day of instruction through N-EIT	Total min. per day of any instruction	Subjects taught in second lang.	% of time per day of instruction through N-EIT
PreK				Pre K
1				1
2				2
3				3
4				4
5				5
6				6
7	Approx 150	ns	LA, SS	7 NS
8	150	↓	LA, SS	8 ↓
9	150	↓	LA, SS	9
10				10
11				11
12				12

See xerox attached

11.17 Mixed or separate language usage by teacher and/or aide in the classroom (mark all that apply) 11.17 ns

0-not specified
1-languages are never mixed by either the teacher, aide or the pupil in any one class period; only one language is used.
2-the second language is used exclusively by the teacher, aide and pupils during at least one portion of the school day.
3-the teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language.
4-the teacher uses only one language; however, the aide or paraprofessional uses another during the same class period; students may use either.
5-the teacher reinforces any conversation initiated by the child through the use of whichever language the child has used at the time.
6-constant switching from one language to another by teacher during lesson.
7-the teacher uses English and the paraprofessional then translates the same material for N-EIT pupils.
8-other (summarize)

12.0 METHODS OF SECOND LANGUAGE TEACHING

(Mark all that apply; some projects may use a combination of methods) 12.0 1

1-Audio-lingual habit skills or behavioral approach. Emphasis on communication. Includes contrastive analysis of sounds (units) in both languages by teacher and students, student repitition of tapes and/or fluent teachers' model sentence patterns until responses are automatic. Structural drills and dialogues are systematically presented. Includes direct association between object and word in second language in a sequence of patterns learned in complete sentences. Inductive-generalizations drawn from examples.

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2-Transformational-cognitive approach
Acquiring an understanding of the structural patterns or grammatical rules of a language.

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11.7

5.0 PROGRAM PROCEDURES

The procedures necessary to meet the needs of this bilingual education program are based upon the functional requirements of predominantly monolingual Spanish speaking students.

5.1 Operational Procedures:

5.1.1 Bilingual Instructional Program. The bilingual instructional program day will consist of one three period module at Portola Junior High School and two three period modules at McPherson Junior High School. Each period lasts for 47 minutes, (55 min in 9th grade) with time set aside each day for curriculum development, evaluation, home visitations, and weekly instructional preparation.

The instructional program is composed of two major sub-components, Language Development and Social Science. The primary function of the language development sub-component is to provide bilingual experiences in Spanish and English using high motivational culturally oriented materials. The social science sub-component is designed to provide bilingual/bicultural concept building experiences in history and government as it relates to Mexico, South America, Europe, Asia, and the United States.

The language development module blends the traditional Spanish and English separate subjects concept into one integrated and interfaced experience with continuity of instructional application. Social studies will be taught as a single subject with the content focusing on Hispano-Mexican pioneers of the Southwest, Mexican governors and explorers, and the economic/political interactions between Anglo and Mexican cultures as it effects southwestern United States.

2a-inductive -generative approach: through listening to communication, perhaps of peers, and attempting the new language in situations which call for the student to generate sentences - test his understanding. (the way native language is acquired)
Includes direct association between object, picture or action and word in second language.

2b-deductive - the cognitive code approach: through initial formal study and analysis of grammatical structures, then applying them through examples, i.e. answering questions, or transforming affirmative sentences to negative, declarative to interrogative, active to passive.

3-Grammar - Translation Method
Formal study of rules of grammar and translation from first language to second. Emphasis on reading in second language rather than using it for oral communication.

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

AL-M* Language Skills Sequence
(*Audiolingual Method: listening, speaking, reading and writing)

	I		II	
	Non Eng dom students		Eng dom students	
	A in dom lang	B in second lang	A in dom lang	B in second lang

0 = not specified
(Use not applicable (n.a.) if project has no Eng. dom. students)

13.1 Second language listening-speaking skills are learned:

13.1 IB ns
IIB

1-concurrently with dominant language listening-speaking skills				
2-after a specified level of competency achieved in listening-speaking skills in dominant language				
3-a specified period of time after listening-speaking skills in dominant language taught				

13.2 ALM sequence followed:

13.2 IA ns
IB
IIA
IIB

1-Listening-speaking proficiency precedes introduction of reading				
2-Reading is taught concurrently with listening-speaking skills				
3-Learning to read overlaps learning of listening-speaking skills				

to negative, declarative to interrogative, active to passive.

5-Grammar - Translation Method
Formal study of rules of grammar and translation from first language to second. Emphasis on reading in second language rather than using it for oral communication.

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE #

AL-M* Language Skills Sequence
(*Audiolingual Method: listening, speaking, reading and writing)

	I Non Eng dom students		II Eng dom students	
	A in dom lang	B in second lang	A in dom lang	B in second lang

0 = not specified
(Use not applicable (n.a.) if project has no Eng. dom. students)

13.1 Second language listening-speaking skills are learned:

13.1 IB ns
IIB

1-concurrently with dominant language listening-speaking skills		---		---
2-after a specified level of competency achieved in listening-speaking skills in dominant language		---		---
3-a specified period of time after listening-speaking skills in dominant language taught		---		---

13.2 ALM sequence followed:

13.2 IA ns
IB
IIA
IIB

1-Listening-speaking proficiency precedes introduction of reading	---	---	---	---
2-Reading is taught concurrently with listening-speaking skills	---	---	---	---
3-Learning to read overlaps learning of listening-speaking skills	---	---	---	---
4-There is some overlap between learning to read and to write	---	---	---	---

13.3 Listening-speaking proficiency determined by:

13.3 IA ns
IB 1
IIA ns
IIB ns

1-measure of listening-speaking proficiency	---	x	---	---
2-informal assessment by teacher	---	---	---	---

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13.4 Second language reading skills are learned:

13.4 IB NS
IIB

1-concurrently with learning to read in dominant language	---	---
2-after a specified level of dominant language reading competence achievement	---	---
3-a specified period of time after learning to read in dominant language (e.g. a specific grade)	---	---
4-before learning to read in dominant language	---	---

	I Non Eng dom students A dom lang	I B second lang	II Eng dom students A dom lang	II B second lang
13.5 Reading is introduced: A-individually, when child is ready or at a specific time during grade: K	___	___	___	___
1	___	___	___	___
2	___	___	___	___
3	___	___	___	___
13.6 Reading readiness is determined by: 1-test of reading readiness	___	___	___	___
2-informal teacher assessment	___	___	___	___
13.7 Grade level reading is expected: 1-in first grade	___	___	___	___
2-in second grade	___	___	___	___
3-in third grade	___	___	___	___
4-in fourth grade	___	___	___	___
5-in fifth grade	___	___	___	___
6-in sixth grade	___	___	___	___
7-other (specify)	___	___	___	___

13.5 IA ng secondary program
IB
IIA
IIB

13.6 IA ng
IB
IIA
IIB

13.7 IA 12
IB 12
IIA 12
IIB 12

13.8 Grade level academic achievement (math, science, etc.) in the SECOND language is expected:
1-in the first grade
2-second grade
3-third grade
4-fourth grade
5-fifth grade
6-sixth grade
7-other (specify)

13.8 IB 12 inf.
IIB 12

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING: (mark all that apply)

14.0 I 2 4
II 2 4

	I = N-E dom students	II = E dom students
1-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects.		___
2-Second language learning is both a separate subject and also a medium of instruction for other subjects.	X	X
3-Second language learning is always in-		

13.6 Reading readiness is determined by:
1-test of reading readiness
2-informal teacher assessment

13.6 IA na
IB
IIA
IIB

13.7 Grade level reading is expected:
1-in first grade
2-in second grade
3-in third grade
4-in fourth grade
5-in fifth grade
6-in sixth grade
7-other (specify)

13.7 IA 12
IB 12
IIA 12
IIB 12

13.8 Grade level academic achievement (math, science, etc.) in the SECOND language is expected:
1-in the first grade
2-second grade
3-third grade
4-fourth grade
5-fifth grade
6-sixth grade
7-other (specify)

13.8 IB 12 inf.
IIB 12

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING: (mark all that apply)

14.0 I 2 4
II 2 4

	I = N-E dom students	II = E dom students
1-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects.		
2-Second language learning is both a separate subject and also a medium of instruction for other subjects.	X	X
3-Second language learning is always integrated with the learning of course content (such as social studies) or as a medium of cognitive development.		
4-Academic content taught in the native language is used as the referential content of second language learning (the same concept taught in the native language is taught in the second language).	X	X
5-Different academic content is taught in the second language from that which is taught in the native language.		
0-not specified		
6-other (specify)		

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see Xerox attached 13a

the University of California at Irvine, Chapman College, Disneyland, local courts, and governmental offices.

5.8 Class Structure.

In order to provide the most effective learning environment for students participating in Project A.B.L.E., a three period module was developed that has two main sub-components. The content subjects of Spanish and English have been incorporated into a single instructional block for language development. In this manner, acquisition and application of language skills can be truly bilingual in both concept and actual practice. The second sub-component, Social Studies, will retain a one period time frame. The instructional intent and content focus, however, will concentrate upon the historical and cultural development and governmental practices of Mexico, South America, Europe, Asia, and the United States.

The participating schools, McPherson and Portola, have been designated as having students in critical need of specialized bilingual instruction. The class structure at McPherson Junior High School will contain two modules; one for the seventh grade, and one for the eighth grade. Student instructional and/or placement levels range from Level 1 to Level 4, in ascending order. For purposes of this project, the language development sub-components in both the seventh and eighth grades will be for students functioning on Levels 1 through 3. All levels, however, will participate in the Social Studies sub-component.

Each participating teacher will teach both seventh and eighth grades for one semester. At McPherson, the bilingual teacher will teach the seventh and eighth grades for the first semester. During this time,

15.0 TREATMENT OF CHILD'S LANGUAGE:

	I		II		15.0 IA ns
	Non Eng. dom. students		Eng. dom. students		IB
	A -in dom. lang.	B 2nd lang.	A Eng.	B 2nd lang.	IIA
					IIB
1-The child's language is respected. It is not corrected, rather, all of the child's speech is accepted. However, the teacher provides a model of the standard language aiming toward child's eventual control of the standard form.	___	___	___	___	
2-The child's language is corrected- the teacher points out errors and demonstrates the standard form.	___	___	___	___	
3-Other (specify)	___	___	___	___	
0-Not specified	___	___	___	___	

16.0 MATERIALS

16.1 Reading Materials-Types
Reading Materials are: (mark all that apply)

	16.1 IA	IB	ns	IIA	IIB
1-Linguistically based (Merrill or Miami Linguistic readers, ITA, etc.)	___	___		___	___
2-Basal readers	—	—		—	—
3-Dialect readers	—	—		—	—
4-Experience charts (stories dictated by children)	—	—		—	—

Project lists story book but no mention of readers

16.2 If some reading material is in the child's dialect, indicate how long it is used:

	16.2 IA	ns	IIA
1-Grade 1	___		___
2-Grade 2			
3-Grade 3			
4-Beyond Grade 3			
0-not specified			

(Please indicate / on line -)

16.3 The following are techniques and materials used for second language learning:

0-none specified	—	—
1-pattern drills	—	—
2-dialog memorization	—	—
3-choral repetition	—	—
4-songs	—	—
5-programmed instruction	—	—
6-stories read to children	—	—

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2-The child's language is corrected- the teacher points out errors and demonstrates the standard form. ___ ___ ___ ___

3-Other (specify) ___ ___ ___ ___

0-Not specified ___ ___ ___ ___

16.0 MATERIALS

16.1 Reading Materials-Types
Reading Materials are: (mark all that apply)

	16.1 IA	IB	ns	IIA	IIB
1-Linguistically based (Merrill or Miami Linguistic readers, ITA, etc.)					
2-Basal readers	—	—		—	—
3-Dialect readers	—	—		—	—
4-Experience charts (stories dictated by children)	—	—		—	—

Project lists story book but no mention of readers

16.2 If some reading material is in the child's dialect, indicate how long it is used:

	16.2 IA	ns	IIA
1-Grade 1			
2-Grade 2			
3-Grade 3			
4-Beyond Grade 3			
0-not specified			

(Please indicate / on line -)

16.3 The following are techniques and materials used for second language learning:

0-none specified	—	—
1-pattern drills	—	—
2-dialog memorization	—	—
3-choral repetition	—	—
4-songs	—	—
5-programmed instruction	—	—
Pp52 6-stories read to children	—	—
AUDIO VISUAL AIDES		
(7)-films, filmstrips, overhead projector	X	X
8-flannel or magnetic boards	—	—
9-realia, graphic displays	—	—
Pp52 (10)-records, tapes	X	X
11-listening centers	—	—
12-multi-media approach	—	—
Experiential:		
13-role playing	—	—
14-puppetry	—	—
15-experience charts	—	—
16-primary typewriter	—	—
17-learning through direct experience with materials e.g. Montessori	—	—
18-activity centers-chosen by child	—	—
19-other (specify)	—	—
Cp44 Learning outside the classroom:		
(20)-field trips	X	X
21-suggested TV programs	—	—
22-other (specify)	—	—

Those areas of materials supportive of the instructional program will include:
1. cognitive growth materials
2- Speech & language development materials
3 - Materials for social skills development
4 - Culturally oriented social studies materials/books
5 - Bilingual Audio-visual materials
6 - Testing and Evaluation materials

16.4 The sources of Non-English materials and textbooks are: (mark all that apply) 16.4 10, 12

0-not specified
1-are written by native speakers of that language
2-commercially prepared and published in countries where N-E is the native language
3-developed by the project's own bilingual staff
4-developed by the staff of another bilingual project (specify which)
5-developed in conjenction with project parents
6-developed by or with members of N-EMT community
7-are culturally appropriate for N-E culture (specify how this is determined)
8-are cross cultural
9-commercially prepared and published in the U.S.
10-are translations of U.S. texts
11-are coordinated with materials used in the regular subject curriculum
12-other (specify)

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pp X 12-resource personnel are utilized to develop and adapt materials to needs of target groups.

16.5 The specific bilingual/bicultural materials used in the language component are: 16.5 ns

0-not specified
1-xerox attached-page and document _____

17.0 STUDENT GROUPING

17.1 Student grouping; mixed or separated into dominant language groups: (mark all that apply) 17.1 ns

0-not specified

Pupils of both linguistic groups are:

1-always mixed for all learning
2-mixed for language learning
3-mixed for some academic subject learning
4-mixed for non-academic learning; art, music, gym, health
5-separated for native and second language learning into dominant language groups
6-separated for most academic subject learning into dominant language groups
7-never mixed for language or other academic learning
8-other (specify)

n.a. - (no EMT students)

17.2 Students are grouped for language instruction: (mark all that apply) 17.2 1

	A-more than ½ the time	B Less than ½ the time
0-not specified		
1-total class	_____	X
2-small groups (specify size)	_____	_____
3-individual instruction	_____	_____

17.3 Criteria for grouping:

0-not specified	Students I Non Eng dom	II Eng dom EMT	II$_1$ Eng dom NEMT
1-by age	____	____	____
2-by native language	____	____	ns ____
3-by dominant language			

(specify how this is determined)
8-are cross cultural
9-commercially prepared and published in the U.S.
Pp 31 10-are translations of U.S. texts
11-are coordinated with materials used in the regular subject curriculum
12-other (specify)
Pp X 12-resource personnel are utilized to develop and adapt materials to needs of target groups.

16.5 The specific bilingual/bicultural materials used in the language component are: 16.5 ns
0-not specified
1-xerox attached-page and document _____

17.0 STUDENT GROUPING

17.1 Student grouping; mixed or separated into dominant language groups: (mark all that apply) 17.1 ns
0-not specified
Pupils of both linguistic groups are:
1-always mixed for all learning
2-mixed for language learning
3-mixed for some academic subject learning
4-mixed for non-academic learning; art, music, gym, health
5-separated for native and second language learning into dominant language groups
6-separated for most academic subject learning into dominant language groups
7-never mixed for language or other academic learning
8-other (specify)
n.a. - (no LMT students)

17.2 Students are grouped for language instruction: 17.2 1
(mark all that apply) A-more than ½ the time B Less than ½ the time
0-not specified
1-total class _____ X
2-small groups (specify size) _____ _____
3-individual instruction _____ _____

17.3 Criteria for grouping:

0-not specified	Students I Non Eng dom	II Eng dom EMT	II_1 Eng dom NEMT
1-by age	____	____	____
2-by native language	____	____	____
3-by dominant language	____	____	____
4-by language proficiency (ex. level of reading skill)	____	____	____
n.a. not applicable (no E.dom/NEMT)	____	____	____

ns

18.0 TUTORING

18.1 Student Tutoring is: (mark all that apply) 18.1 6
no-not mentioned
0-type is not specified
1-inter-ethnic (N-EMT student tutors EMT students)
2-intra-ethnic (N-EMT student tutors N-EMT)
3-done by older children (cross age)
4-done by peers (same age)
5-other (specify) _____
6-done by College students

see attached Xerox 15a-b

18.2 Paraprofessionals or aides give tutoring or instruction as follows: 18.2 ns
0-area not specified
1-inter-ethnic (N-EMT aide tutors EMT student)
2-in the acqusition of native language skills
3-in the acqusition of second language skills
4-in other academic subjects

18.0 Pg 15a

.5 Tutorial Component

During the project's first year of federally funded operation, a need for additional instructional time for many participating students became evident. The students, for the most part, either lacked adequate home study facilities or expressed a need for more directed study. A supplemental tutorial program was seen by both the project staff and members of the community as a promising remedy for this expressed need.

The tutors employed for this component are to be drawn from among the project area's bilingual college and university students and will assist interested project participants on a part-time basis. Tutors will be included in the regular project pre-service and in-service training programs in order that tutorial teaching techniques retain similarity to that of the regular project staff. Areas of study emphasis and materials to be utilized will be determined by the student's regular teacher; however, periodic meetings will be held by the teacher, instructional aide, tutor, and student to discuss any desired changes in the tutorial curriculum.

Tutorial sessions will be held at regularly scheduled times. Tentative plans have set the daily sessions during the school week, lasting from 3:00 p.m. to 4:30 p.m. These times will, however, necessarily await definite confirmation until student extra-curricular and family commitments are determined after initiation of the 1971-72 school year. It should be noted that since this is a voluntary compo-

nent, project students may elect to participate in any or all of these sessions; however, regular attendance will be encouraged. In addition, project prepared evaluative records of student attendance and progress will be maintained.

Present plans include the utilization of district provided facilities and instructional materials. The small stipends to be provided for the tutors will be included in the Project A.B.L.E. 1971-72 budget.

Project staff will maintain close communication with the tutors and students by means of the above mentioned meetings and through periodic informal visitations. In addition, tutors will be encouraged to visit project classrooms to gain an increased understanding of recommended materials and techniques.

18.3 Parent tutoring: (mark all that apply) 18.3 6

no-not mentioned
0-type not specified
1-inter-ethnic parent tutoring is used
2-intra-ethnic parent tutoring is used

Parents are trained to become tutors for their children:
3-in the home by a home-visiting teacher
4-in an adult education component
5-in school through observation and guidance of teacher
6-as parent volunteers who tutor during the school day
7-materials are provided for use in home by parents
8-other (specify)

pp 32

19.0 CURRICULUM PATTERNS 19.0 4,5

The stated curriculum pattern of the bilingual project:
1-Except for inclusion of N-EMT instruction the curriculum is otherwise typical or regular, for this state.
There are other modifications whithin the curriculum of the bilingual program which differ from traditional, typical curriculum such as: (mark all that apply)
2-a non-graded classroom: pupils of different ages are grouped together during part of the school day
3-flexible or modular scheduling
4-small group instruction
5-individualized learning
6-open classroom
7-guided discovery and inquiry
8-a curriculum which is both child and subject-centered
9-others (specify)
10-if the program includes activities which complement experiences children encounter in the home, community and through mass media i.e. TV, describe below:

20.0 COGNITIVE DEVELOPMENT This is a secondary program

20.1 Cognitive development in early childhood grades is fostered through: 20.1 na
0-method not mentioned
1-structured environment rich with materials child can manipulate order, compare, match for perceptual-motor development
2-non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction
3-labeling and discussion of concepts related to time, space, distance,

7-materials are provided for use in home by parents
8-other (specify)

19.0 CURRICULUM PATTERNS 19.0 4,5

The stated curriculum pattern of the bilingual project:

1-Except for inclusion of N-EMT instruction the curriculum is otherwise typical or regular, for this state.
There are other modifications whithin the curriculum of the bilingual program which differ from traditional, typical curriculum such as: (mark all that apply)

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2-non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction
3-labeling and discussion of concepts related to time, space, distance, position
4-labeling and grouping actual objects to learn classification; grouping objects with common attributes and labeling their attributes (i.e. colors, sizes)
5-direct experience of processes of science through discovery, using materials rather than text; active experimentation by child with teacher's guidance rather than teacher demonstration.
6-direct experience of math through discovery rather than instruction
7-other (specify or xerox) p. no. and document:

20.2 Cognitive development in later grades (grade 4 and above) 20.2 1

0-method not mentioned
1-specify or xerox p. no. and document
n.a.-no grade 4 or later grades

through social studies sub-component
Concept building in native and second language

21.0 SELF-ESTEEM

21.0 16,23

Stated methods of project compenent expected to increase self-esteem:
no-self-esteem not mentioned as an objective
0-self-esteem is an objective but methods not specified
Teacher encourages pupil to verbally express his feelings:
1-through role-playing
2-puppetry
3-language-experience approach: students dictate stories from their own experience
4-teacher accepts, acknowledges ideas and feelings
5-teacher encourages non-verbal expression of child's feelings through painting, music, dancing
6-teacher provides experiences in which the various ways that children act are accepted by the teacher; their actions are discussed and the children are encouraged not to make fun of "different" ways
7-teacher provides experiences leading to competency and success
8-teacher provides experiences where occasional failure is acknowledged as part of everyone's experience; second attempts are encouraged
9-other (specify) (xerox or summarize) document page #

Teacher provides experiences in pupil self-direction and acceptance of responsibility, such as:
10-pupils act as tutors for other pupils
11-puils have some options in choice of curriculum
12-pupils choose activities from a variety of interest centers
13-older puils participate in curriculum planning and/or development
14-pupils write a bilingual newspaper for dissemination to the community
15-other (specify)
16-small group sessions to discuss problems 23-counselor

22.0 LEARNING STRATEGIES

22.0 0

1-The project mentions the following specific learning strategies as important for reaching a particular ethno-linguistic group: (specify or xerox) Document and Page no.
Example: Navajo children resist participation in an authoritarian, traditional classroom. An open classroom where teacher participates rather than directs all activities and students or groups of students initiate activites, move about freely or sit in a circle or horseshoe rather than sit in rows, has been found more effective.
0-none mentioned

4-teacher accepts, acknowledges ideas and feelings
5-teacher encourages non-verbal expression of child's feelings through painting, music, dancing
6-teacher provides experiences in which the various ways that children act are accepted by the teacher; their actions are discussed and the children are encouraged not to make fun of "different" ways
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0-none mentioned

23.0 BICULTURAL COMPONENT

23.1 This program is: 23.1 2
1-bilingual alone
2-bilingual and bicultural
3-bilingual and multicultural
0-not specified as to which of the above
4-an ethnic studies program is included in the bilingual program
5-art, posters, realia, crafts of both cultures are exhibited in the classroom
6-language and cultural content are integrated
7-other (specify)

Ppix

* Project is designed to effectively meet the educational needs of Mexican-American children... by utilizing the student's cultural heritage as the basis for instruction.

21.0

.4 Counseling

Pg 17a

The Orange Unified School District's bilingual-bicultural education project, Project A.B.L.E. (Adaptations of Bilingual Education), has placed primary emphasis on expanding the counseling procedures initiated during the first year of program operation. This counseling is not only available to participating students, but includes the families of these young people when such help is needed and acceptable to them.

Since this project is concerned with educating students in the seventh, eighth, and ninth grades, and since these students are of an age when either a lack of satisfactory academic progress or a lack of motivation causes many to leave school, a comprehensive counseling and guidance program was considered essential. The counseling component includes assistance in the areas of academic and social adjustment as well as cultural understandings.

To further encourage student involvement in school life, the counselor will assist students in organizing and participating in student interest clubs. In addition, individual and/or small group sessions will be held to encourage better social relationships and the building of self-esteem. The intent also is to develop an understanding of and respect for positions of authority, to aid the student to research and investigate future educational plans after high school, and to develop the ability to find employment opportunities as well as techniques to gain employment.

23.2 Cross-cultural awareness: 23.2 0
If project mentions specific values or modes of behavior of N-EMT culture, please summarize below: (or attach xerox)
found in document _____, page # _____
0-not mentioned

23.3 1-if project mentions efforts to decrease ethnocentrism in either or both groups, describe below: (or xerox-document page/#) 23.3 1 pp ix
0-none mentioned
Social studies stresses cultural similarities and differences of peoples and customs from Mexico, South America, Europe, Asia, and the U.S. The political structure of these countries, and the governmental bodies of each.

23.4 In the bicultural compenent knowledge of the N-EMT culture involves (mark all that apply) 23.4 1, 7, 6
0-no bicultural component mentioned
* 1-Humanistic aspects of culture: ideals and values, literature (oral or written), achievement of particular people or politcal movements
2- Historical-cultural heritage of the past--contributions to art and science
3-'Deep' culture: family patterns and contemporary way of life.
4-Itemization of surface aspects of a country--geography, dates of holidays etc.
5-A specific culture only e.g. one Indian tribe
6-Various cultures of same ethnic/linguistic group (i.e. Spanish-speaking peoples)
7-A third culture different from NEMT or EMT
8-Other (specify)

* Students will demonstrate an awareness and appreciation of the standards and values in both their dominant and second cultures.

23.5 American culture is defined: 23.5 n s
0-not specified
1-narrowly: primarily Anglo-Saxon orientation
2-broadly: ethnic pluralism of America--multicultural contributions of various ethnic groups discussed
3-other(indicate document and page number for xerox) or elaborate in your own words

23.3 1-if project mentions efforts to decrease ethnocentrism in either or both groups, describe below: (or xerox-document page/#) 23.3 1 pp ix

0-none mentioned

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23.4 In the bicultural compenent knowledge of the N-EMT culture involves (mark all that apply) 23.4 1, 7, 6

0-no bicultural component mentioned

* 1-Humanistic aspects of culture: ideals and values, literature (oral or written), achievement of particular people or politcal movements

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7-A third culture different from NEMT or EMT

8-Other (specify)

* Students will demonstrate an awareness and appreciation of the standards and values in both their dominant and second cultures.

23.5 American culture is defined: 23.5 ns

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1-narrowly: primarily Anglo-Saxon orientation

2-broadly: ethnic pluralism of America--multicultural contributions of various ethnic groups discussed

3-other(indicate document and page number for xerox) or elaborate in your own words

24.0 COMMUNITY COMPONENT

24.1 Bilingual libraries are provided for: 24.1 1

0-group not specified

1-project children

2-adults of the project community

3-teachers

no-bilingual library not mentioned

See Xerox attached

24.2 An ethnic studies library is provided for: 24.2 1

0-group not specified

1-project children

2-adults of the project community

3-teachers

no-ethnic studies library not mentioned

Cultural Resource Center
Mexican artifacts, costumes, musical material, books.

.7 Cultural Resource Center.

Materials collected during the project's operation (as well as those acquired during the projected operational year) will be catalogued and housed in the materials resource center at one of the participating schools. These materials will be primarily designated for use in project classes; however, upon request, other interested groups may utilize these resources.

18a

Some materials which are currently being processed or are projected to be acquired include:

- Culturally related pictures
- Spanish language books and periodicals
- Artifacts from Mexico and Latin America
- Artifacts from the Mexican and Indian cultures of the Southwestern United States
- Costumes and masks (actual/facsimile) depicting ethnic origins
- Student constructed physical models (researched village reproductions) representative of Mexican and Indian cultures
- Student constructed topological models depicting geographic areas having authropological significance
- Student portrayed films/photographs depicting native costumes/customs

24.1
24.2

The cultural resource center will be a place for gathering Mexican artifacts, costumes, musical materials, books, etc. These items will greatly add to the instructional program by providing actual materials for the students. Through the accumulation of the above, it is anticipated that this will become a much used cultural resource center enhanced by community contributions of historic regalia.

24.3 Provision is made by the school for informing the parents and community about the program through: (Mark all that apply) 24.3 1, 6, 8, 9, 5, 12, 23, 3

0-method not specified
no-no provision for informing community
1 · bilingual newsletter
2· monolingual newsletter
3· ews sent to mass media.
Pp 32 Pp 52-55 4-if articles included with project, check 4
5-bilingual fliers sent home - dissemination brochures
6-formal meetings - advisory council meeting, parent orientation meeting
7-informal meetings open to entire community
8-meetings conducted in both languages
9-home visits
10-other (specify)
Pp 18 11-project director personally involved in program dissemination. specify how
12. open school
23. talks to local organizations

24.4 Community involvement in the formulation of school policies and programs is sought through: 24.4 1, 4, 8, 9

0-type not specified
no-not sought
1-existing community groups working with program : members invited to visit classes.
Pp 54 2-bilingual questionnaires
3-community-school staff committees
4-community advisory groups
5-formal meetins open to the entire community
6-informal meetings with community groups
7-other (specify)
8-project director personally seeks involvement of community in program. specify how – ns
Pp 18 9- Parents asked to serve as resource persons, supervisors on field excursions, dances and other activities; they are encouraged to present observations relative to effectiveness of program

24.5 The school keeps informed about community interests, events and problems through: 24.5 1, 2, 4

no-no mention of school seeking to be informed about community
1-meetings open to the entire community conducted in both languages
2-community representatives to the school
3-bilingual questionnaire sent to the home
4-home visits by school personnel
5-other (specify)
0-method not specified

24.6 The school is open to the community through: 24.6 0

0-not mentioned
no-school is not open to community for community use
1-opening school facilities to the community at large for use after school hours and on weekends
2-providing adult education courses
3-other (specify)

25.0 IMPACT EVALUATION

3-by dominant language

7-informal meetings open to entire community
8-meetings conducted in both languages
9-home visits
10-other (specify)
11-project director personally involved in program dissemination. specify how

pp 18
12. open school
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1-opening school facilities to the community at large for use after school hours and on weekends
2-providing adult education courses
3-other (specify)

25.0 IMPACT EVALUATION

25.1 Project mentions description or dissemination of the bilingual program through: 25.1 1, 2, 3, 4, 5, 6

1-newspaper articles
2-radio programs
3-TV programs
4-video-tapes
5-films
6-visitors to observe the program

24.3 Pg 19a

Objective	Representative Activities
.2 At the end of one year of their children's participation, parents shall demonstrate their willingness to support the project as expressed by their willingness to serve as active participants in parent advisory committee meetings and to serve as community liaison speakers relative to the project.	a. Parents, following necessary orientation meetings, will meet with other parents and lay citizens of the community in order to disseminate information relative to the project. b. Parents will demonstrate a willingness to support the purposes of this project through their efforts to maintain continuous communication with teachers and staff of the school. c. Parents will support the efforts of the project through joint parent-student meetings to discuss and strengthen student attendance and participation in the affairs of the program and the school.

25.2 Project's impact: 25.2 0
1-Project mentions that other classes in the school, but not in the program have picked up methods or material from the bilingual program
2-Project mentions other schools in the local educational system have started bilingual programs
3-Project mentions that a University has instituted teacher training courses in bilingual education to meet staff development needs

26.0 ROLE OF EVALUATOR

26.1 Evaluator has field tested, on a group of children who are of the same language, culture and grade levels as the children in the bilingual program: 26.1 0
0-not mentioned
1-published measures
2-staff developed measures
3-staff translations of published measures
4-staff adaptations of published measures

26.2 Evaluator has personally observed students in the program: 26.2 ns
0-not mentioned
no-never
1-once or twice during the year
2-more than twice
3-regularly
4-other (specify)

26.3 Evaluator has met with teachers: 26.3 ns
0-not mentioned
no-never
1-once or twice during year
2-more than twice
3-regularly
4-other (specify)

27.0 EVALUATION PROCEDURE

27.1 0-not specified 27.1 ns
1-A comparison group has been chosen
2-A comparison group will be chosen

27.2 0-not specified (mark all that apply) 27.2 2,4
1-Pre-tests have been given to project group or sample
2- " will be " "
3-Post-tests have been given to project group or sample
4- " ill be " "
5-Pre-te been given to comparison group
6- be " "
7-Post-tes ave been given to comparison group
8- " will be " "